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General Requirements of Students for HSC Course

To be determined to have met the requirements for completion of HSC Courses, students must be able to provide evidence to the principal that they have:

NESA Terminology from Assessment, Certification & Examination (ACE) manual:	For students at Muirfield HS this means:
"Followed the course developed or endorsed by the New South Wales Education Standards Authority (NESA)"	Following the relevant NESA syllabus and participating in the learning activities set by the teacher
"Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	 Attending all timetabled lessons unless there is a valid, explained reason Making a genuine attempt to complete the greater majority of tasks set in class or at home to the best of their ability Actively participating in the learning experiences provided Completing mandatory practical activities
"Achieved some or all of the course outcomes"	• Demonstrating in class that they have learnt concepts, ideas and skills in that course to at least an elementary level (as determined by the class teacher) in assessment tasks and other activities in that course

Failure by a student to meet any of these requirements may result in them being issued an "N determination" warning letter.

The issuing of 3 "N determination" warning letters by the school in any one subject may result in a student being declared to have not met course requirements.

NESA = NSW Educations Standards Authority (www.educationstandards.nsw.edu.au)

Assessment Tasks

- **1.1** Each student is expected to complete and make a genuine attempt at all assessment tasks.
- **1.2** Assessment tasks take precedence over all other school activities, including excursions, competitions and sporting events. Under special circumstances the principal may grant exemptions.
- **1.3** Assessment tasks take precedence over family holidays. Absence due to family holidays may result in a zero being awarded for assessment tasks.
- **1.4** Assessment tasks must be handed in personally to the class teacher or subject head teacher in their staffroom. Unless otherwise specified, all assessment tasks must be handed in as hard copies.
- **1.5** Assessment for the Year 11 Preliminary HSC Course will begin Term 1, 2023 and finish approximately Week 10, Term 3, 2023.
- **1.6** Assessments can only be based on the Year 11 course, apart from exceptions noted by NESA.
- 1.7 All work done at home must be the student's own work. The progress of home assessment tasks will be checked by the teacher where appropriate. Work submitted containing work not done by the student may receive zero marks.
- 1.8 All teachers will display laminated copies of their classes' assessment schedules in their classroom.
- **1.9** Exam type tasks are those for which no additional question details have been provided. Additional question details may include such things as marking criteria, an open book task, or the question being given beforehand.
- **1.10** Students are not permitted to be absent from timetabled classes to prepare or complete work for other subjects. If they do so, they may be awarded zero marks for the assessment task.
- **1.11** The maximum number of assessment tasks in Year 11 shall be no more than 3, including their Yearly Examination.

Completion of Assessment Tasks

- **2.1** Work submitted late will receive a zero mark unless an illness misadventure application is approved. Illness /Misadventure application must be submitted to the Head Teacher Senior Studies within 7 days of return to school. The task must be completed or submitted on the first day back to school or the first day not covered by the medical certificate.
- 2.2 Broken USBs, computer, email and printing problems, will not be accepted as valid excuses for late work. School staff will not print assessment tasks. Students unable to attend school due to illness must email the task to the school by the date and time published on the assessment notification sheet. Students remain responsible to print and submit the task.

The school's email address is: muirfield-h.school@det.nsw.edu.au

Please mark email topic: Attention: (Class Teacher Name)

2.3 If a student is absent from an assessment task, a doctor's certificate as proof of illness must be submitted. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the head teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. Incidents of illness leading to absence from an assessment task will be considered by the Senior Review Team.

If a student is absent and does not provide a doctor's certificate, a zero mark will be awarded.

The doctor's certificate must cover absence on the due date and any subsequent days.

- 2.4 If a student is absent due to illness/misadventure on the due date for submission of an assignment, the assignment must be submitted on the day of return (even if the student does not have the subject that day). If the task is incomplete due to the severity and length of the illness, submission of the incomplete task is still required. Failure to do so on immediate arrival to school will be considered late work and no marks will be awarded. Students must complete Appendix A form.
- 2.5 Difficulties in preparing for assessment tasks will not usually be considered for compensation. In exceptional circumstances, the Senior Review Team will consider reviewing results gained under adverse conditions.
- 2.6 If a student knows beforehand that they will be absent on the date of an in-class task, the school should be contacted, and their Deputy Principal informed well prior to the date. Assessment tasks should be completed and submitted before the due date unless other arrangements are made with the head teacher of the subject. Should a task be submitted late then a doctor's certificate must be submitted.

- 2.7 If a student is ill during an in-class assessment task they must inform the supervising teacher and see their Deputy Principal immediately after.
- 2.8 If a student becomes ill during an in-class assessment task the head teacher will decide whether an estimate or a substitute task will be given.
- 2.9 If, for any reason, an assessment task produces invalid or unreliable results an additional task may be given. Both tasks will be included in the final assessment mark but the weighting of the first task will be reduced. Students will be informed in writing if this occurs. The value of the task weighting, however, will not change.
- **2.10** Students must attend all classes on the day an assessment task is due. Students are not permitted to turn up late because they have been working on the task. No marks will be awarded if this occurs unless the necessary documentation is provided. (See 2.3)
- **2.11** In the event of illness for an in-class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An illness misadventure form with a doctor's certificate attached must be submitted within 7 days of returning to school and handed to the Head Teacher Senior Studies.
- 2.12 In the event of a misadventure for an in-class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An illness misadventure form with relevant documentation must be attached and submitted within 7 days of returning to school and handed to the Head Teacher Senior Studies.
- 2.13 In the event of illness/misadventure for a Yearly Examination students/parents need to notify the school on the day of the examination. The student or parent must lodge an Illness Misadventure Form with relevant documentation attached to the Head Teacher Senior Studies on their return to school. Students who miss an examination will sit the task during the next available timeslot during the Yearly Examination period. Where no timeslots are available, students should negotiate with the Subject or Faculty Head Teacher a suitable time to sit the task. The Senior Review Team will make all determinations concerning tasks during the Yearly Examination period.

Non-Completion of Tasks

- 3.1 Students awarded zero marks for assessment tasks totalling 50 or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 3.2 Students and parents will be notified if a student receives a zero mark and opportunities will be provided for the student to meet course outcomes.

 Parents and students will also be made aware of potential consequences of non-completion of course outcomes.

Attendance

4.1 Student attendance at school and in timetabled classes is an essential component of completing course outcomes.

Excessive absences from class or school may result in a notification of a Non-Award in the HSC for that subject.

4.2 Extended Personal Leave

The following procedures need to be adopted if families are planning an overseas or interstate trip. The student must realise that doing this can place the Higher School Certificate in jeopardy.

Different subjects have different prerequisites; that is things that students are meant to have done before they sit the final examination. Practical subjects require students complete a set number of hours of practical work. An extended trip would mean that the student may not meet required hours, and therefore the principal will not be able to confirm course attainment. In that case, the student may not meet the required hours. In addition, students may not be able to demonstrate course outcomes.

- **4.3** As per our attendance policy "Parents must be aware that leave may affect a student's learning and assessment results. School work will not be provided by the school for extended leave for family holidays. Alternate assessment tasks or estimated marks may not be issued or awarded".
- **4.4** Students must be available to sit Yearly Examinations on any day of the designated Trial period. Morning examinations may commence as early as 8:15am, and afternoon examinations end as late as 5:00pm.

4.5 The school supports students undertaking representative duties for the school, region, state, country, or other approved external programs. Students selected for representative duties or elite programs must apply for leave through the Deputy Principal. Parents are responsible for ongoing educational programs while students are on leave for representative duties.

4.6 Student Procedure when Travelling Overseas or Interstate

- i) Year 11 students will only be granted exemption from school in extraordinary circumstances. Parents are to apply for exemption in advance to the Year 11 Deputy Principal. Exemption forms are located on the school's web site (http://www.muirfield-h.schools.nsw.edu.au/our-school/attendance-absences).
- ii) Students requesting extended leave a written request which must be given to their Deputy Principal in advance.
 - iii) Extended leave that clashes with assessment tasks may result in a zero being awarded for that task.

Senior Review Panel

5.1 Student malpractice in assessment tasks and examinations will be referred to the Senior Review Team. This may result in the student's paper being cancelled. Malpractice consists of the following, but not limited to:

Unauthorised access to task or marking criteria	Unauthorised access to examination	Unauthorised use of electronic device	Possession or use of unauthorised notes
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	Unacknowledged assistance
Offensive content	Making a false claim	Possession or use of unauthorised notes	Distributing or sharing the content of examinations and in-class tasks during exclusion periods

This committee will inform the student of the outcome. The committee will consist of at least *three* of the following:

Principal or their nominee, Deputy Principal or their nominee, Careers Adviser, Head Teacher Senior Studies, the relevant KLA Head Teacher, and/or Head Teacher from another KLA.

5.2 Completion of assessment tasks must comply with the NESA policy: "All my own work."

Plagiarism is considered malpractice. Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.
- 5.3 When a student wishes to lodge an "Assessment Appeal" Form (see appendix B), it must be written by the student and lodged no later than TWO school days from the grievance occurring. All documentation must accompany the appeal when it is lodged.
- **5.4** A student who wishes to appeal should hand the appeal to the Head Teacher Senior Studies.
- 5.5 Students who wish to seek a review of an illness/misadventure appeal decision must submit this request in writing to the Year 11 Deputy Principal within 5 school days of them being notified of the illness/misadventure appeal outcome.

Appendix A

Illness and Misadventure

Sometimes students will suffer from an illness or misadventure that affects their performance or prevents them from attending an assessment task or examination. The Muirfield High School illness and misadventure policy has been designed to mirror the official policy of NESA, ensuring fairness and transparency for all students.

Applications

Applications can be made for, but not limited to:

- illness, primarily acute conditions that affect the students' ability to perform a particular task for a limited period of time
- misadventure, including bereavement and accidents.

Limitations on Applications

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
- loss of study time or facilities during your HSC
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an examination
- misreading examination timetables or instructions
- other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (these require prior leave approval by the Deputy Principal).

If you are unsure whether you are eligible, you should ask your Principal, Deputy Principal or the Head Teacher Senior Studies.

It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. If you are incapacitated, an application may be completed or submitted by your parent/guardian on your behalf.

It is important that you make every effort to attend examinations or submit assessment tasks on the due date, even when applying for illness or misadventure.

Application due to illness/misadventure of H	Higher School (Certificate Assessment Task or Trial Examination	
Family Name Course		First]
Closing date: Applications must be submitted to the <i>Head</i> Assessment or examination task (and component if applicable) For example: English Standard, or English Standard Module C	Submission or examination date	dies and signed no later than 7 DAYS after the examination or submodule. Did you receive disability provisions for this course?	nission date.
Have you, or will you be, lodging separate applications for	other courses?		

Student application

I have carefully read the information provided in The Muirfield High School Assessment Booklet and the NESA Information Guide for Students regarding the rules and procedures for illness/misadventure for Higher School Certificate students.

I consider that my performance was affected by illness or unforeseen misadventure which occurred immediately before or during the assessment/examination.

I declare all the information I have supplied is true.

Student Signature	Date	/ /
Student Signature	Date	, ,

Section 1 – Student Statement

Date	
Task/Examination	
Details of effect on performance Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this.	
Attendance Submitted Work	Yes/No Yes/No

Section 2 – Witness Statement

Independent evidence of illness or misadventure should be completed by a medical practitioner, police officer, Roads and Maritime Services official, presiding examiner/assessor etc. The witness must not be related to the student.

Illness – attach the following documentation:	Misadventure – attach the following documentation:
A doctor's certificate that contains:	A written witness statement, NOT composed by the applicant or a relative, that contains:
-Diagnosis -Date and duration of illness	-Date of misadventure
-Consultation date	-Were they a witness to the event?
-Description of how the student's condition/symptoms could affect their	-If NO, how did they obtain evidence of the event?
performance	-Are they known to the student?
-Contact details of medical practitioner	-Description of event
	-Contact details
	Or
	An official report or notice of event. E.g., Emergency track work at a
	specified time and place.

Section 4 – Application Approval

Application Approved	YES NO – Date Student Informed:		nformed:
Approved by	Name:	Signature:	Date:
	Special Terms:		

Appendix B

Muirfield High School Assessr	ment Appeal Form		Date:	
Student Name:		Subject:	Teacher:	
Appeal Reason:				
Student's Signature:	Date:	Parent's Signature:	Date:	
Appeal Outcome:				
The appeal panel have noted the al	bove and have decided:			
☐ To grant this appeal				
☐ Not to grant this appeal				
Reason:				
Deputy:		Signature:	Date:	
Senior Review Member:		Signature:	Date:	

Grievances and Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task, or an assessment process. *Grievances* may involve:

- An action - Unfair

An omission which is reasonably judged to be
 Discriminatory

- A situation - Unjustified

- A decision

Students have 2 school days from the grievance arising in which to lodge an Assessment Appeal Form (Appendix C). For example, a student receives an assignment on a Monday; the appeal must be submitted by 2:35pm Wednesday.

The following procedure must be followed:

a. Immediately try to clarify the situation with the class teacher involved.

b. If the situation is unresolved, complete the Assessment Appeal Form.

c. Submit the form, within 2 school days, to the Head Teacher Senior Studies.

d. The Senior Review Panel will meet to adjudicate on the matter.

These procedures are consistent with NESA requirements.

Grounds that will not be taken into consideration:

-Individual results or marks – reviews are limited to the assessment process -Teacher allocations

-Misunderstanding assessment criteria that is published on assessment notifications -Class placement

-Preferencing informal oral directives over information contained in published assessment notifications -Line allocation

-Absences due to work placement, work experience, TAFE, overseas or interstate trips -Assessment workload

-External tutorial instruction Illness or misadventure (see Appendix A)

Year 11 Assessment Schedules & Course Outcomes 2023

The schedules in this booklet <u>are not</u> official notifications of assessment tasks. The purpose of the booklet is to provide students an overview of assessment tasks, their corresponding outcomes, and an estimated timeframe for completion. Students will be given an assessment notification for each task with the assessment criteria, submission date and time clearly labelled. Any concerns regarding assessment schedules and notifications should be directed to the Head Teacher Senior Studies.

Yearly Examinations do not receive assessment notifications. Students should refer to the examination timetable issued prior to the Year 11 examinations (Weeks 9 & 10 Term 3) for dates and times. The exclusion periods for Examinations will be published on the Muirfield High School Calendar. Students should be familiar with the examination formats through their course of study.

Students may undertake courses through external providers, such as TAFE, who will provide the assessment schedules for external courses. At Muirfield, all Year 11 students must undertake at least 12 school-based units for the first semester, unless on an approved pathways program, and must make a serious attempt at all assessments for all courses. Requests to drop a school-based course, which results in a student studying fewer than 12 school-based units in Year 11, may be made during Term 3. The decision will be at the school's discretion, with consideration given to application, behaviour and patterns of study.

AGRICULTURE 2023

	Task 1	Task 2	Task 3	
	Farm Case Study Booklet Farm case study	Experimental Design Analysis. Animal Production	Preliminary Examination All Topics	
Component	Term 1, Week 10 Outcomes assessed	Term 2, Week 10 Outcomes assessed	Term 3, Weeks 9 & 10 Outcomes assessed	Weighting %
	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.2, P2.3, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Knowledge and understanding of course content	15		25	40
Knowledge, understanding and skills required to manage agricultural production systems	15	15	10	40
Skills in effective research, experimentation and communication		15	5	20
Total %	30	30	40	100

- **P1.1** Describes the complex, dynamic and interactive nature of agricultural production systems
- **P1.2** Describes the factors that influence agricultural systems
- **P2.1** Describes the biological and physical resources and applies the processes that cause changes in plant production systems
- **P2.2** Describes the biological and physical resources and applies the processes that cause changes in animal production systems
- **P2.3** Describes the farm as a basic unit of production
- P3.1 Explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- **P4.1** Applies the principles and procedures of experimental design and agricultural research
- **P5.1** Investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

ANCIENT HISTORY 2023

	Task 1	Task 2	Task 3	
	Source Analysis Task Case Studies	Research Project Historical Investigation	Preliminary Examination	
Component	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9 and 10	Weighting %
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	AH11-3, AH11-4, AH11-6, AH11-8, AH11-9	AH11-2, AH11-5, AH11-6, AH11-7, AH11-9	AH11-1, AH11-2, AH11-3, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	
Knowledge and understanding of course content		15	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	25	35	40	100

AH11-1	Describes the nature of continuity and change in the ancient world
AH11-2	Proposes ideas about the varying causes and effects of events and developments
AH11-3	Analyses the role of historical features, individuals and groups in shaping the past
AH11-4	Accounts for the different perspectives of individuals and groups
AH11-5	Examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	Discusses and evaluates differing interpretations and representations of the past
AH11-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	Discusses contemporary methods and issues involved in the investigation of ancient history

BIOLOGY 2023

	Task 1	Task 2	Task 3	
	Practical / Processing Modules 1 and 2	Depth Study Modules 3 and 4	Preliminary Examination All Modules	
Component	iviodules 1 and 2	iviodules 3 and 4	All Modules	Weighting %
	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9 and 10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	BIO11-1, BIO11-2, BIO11-3, BIO11-7, BIO11-9	BIO11-1, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10	BIO11-1 – BIO11-15	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

BIO11-1	Develops and evaluates questions and hypotheses for scientific investigation
BIO11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11-5	Analyses and evaluates primary and secondary data and information
BIO11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BUSINESS STUDIES 2023

	Task 1	Task 2	Task 3	
Component	Case Study Research Report Nature of Business	Business Plan Business Planning	Preliminary Examination Nature of Business, Business Management and Business Planning	Weighting %
·	Term 1, Week 8	Term 3, Week 1	Term 3, Weeks 9 and 10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P1, P2, P6, P7	P7, P8, P9, P10	P1-P10	
Knowledge and understanding of course content	5	10	25	40
Stimulus based skills	10		10	20
Inquiry and research	5	15		20
Communication of business information ideas and issues in appropriate forms	5	10	5	20
Total %	25	35	40	100

P1 Discusses the nature of business, its role in society and types of business structure **P2** Explains the internal and external influences on businesses Р3 Describes the factors contributing to the success or failure of small to medium enterprises Ρ4 Assesses the processes and interdependence of key business functions **P5** Examines the application of management theories and strategies Р6 Analyses the responsibilities of business to internal and external stakeholders **P7** Plans and conducts investigations into contemporary business issues P8 Evaluates information for actual and hypothetical business situations Р9 Communicates business information and issues in appropriate format P10 Applies mathematical concepts appropriately in business situations

CHEMISTRY 2023

	Task 1	Task 2	Task 3	
	Topic Test Module 1	Depth Study Modules 2 & 3	Preliminary Examination All Modules	
Component	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9 and 10	Weighting %
	Outcomes assessed CH11-1, CH11-2, CH11-6, CH11-7, CH11-8	Outcomes assessed CH11-1, CH11-2, CH11-3, CH11-4,	Outcomes assessed CH11-1 – CH11-11	
Skills in Working Scientifically	15	25	20	60
Knowledge and Understanding	5	15	20	40
Total %	20	40	40	100

CH11-1	Develops and evaluates questions and hypotheses for scientific investigation
CH11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH11-3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11-5	Analyses and evaluates primary and secondary data and information
CH11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	Explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	Analyses the energy considerations in the driving force for chemical reactions

DANCE 2023

	Task 1	Task 2	Task 3	
Component	Performance Sequences and Written Skill Response assessing body skills, knowledge and application of alignment, articulation and body awareness Term 1, Week 10 Outcomes assessed	Group Composition and Performance involving the exploration, improvisation, selection, refinement and transitioning of movement Term 2, Week 8 Outcomes assessed	Dance Analysis Essay based on a focus dance work Term 3, Weeks 9 and 10 Outcomes assessed	Weighting %
	P2.1, P2.2, P2.3, P2.4, P2.5, P1.1	P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6	P4.1, P4.2, P4.3, P4.4, P1.2	
Core Performance	30	10		40
Core Composition		30		30
Core Appreciation			30	30
Total %	30	40	30	100

P4.4

develops skills in critical appraisal and evaluation

P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form P1.2 understands the use of dance terminology relevant to the study of dance as an artform P1.3 develops the skills of dance through performing, composing and appreciating dance P2.1 identifies the physiology of the human body as it is relevant to the dancer P2.2 identifies the body's capabilities and limitations P2.3 recognises the importance of the application of safe dance practice P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices P3.1 identifies the elements of dance composition P3.2 understands the compositional process P3.3 understands the function of structure as it relates to dance composition P3.4 explores the elements of dance relating to dance composition P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition P3.6 structures movement devised in response to specific concept/intent P4.1 understands the socio-historic context in which dance exists P4.2 develops knowledge to critically appraise and evaluate dance P4.3 demonstrates the skills of gathering, classifying and recording information about dance

DESIGN AND TECHNOLOGY 2023

	Task 1	Task 2	Task 3	
	Designer Case Study	Preliminary Project	Preliminary Examination	
Component	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 9 and 10	Weighting %
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P1.1, P2.1, P5.2, P6.1, P6.2	P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.3	P1.1, P2.2, P5.1, P5.2, P5.3	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total %	30	40	30	100

P6.1

P6.2

P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects identifies design and production processes in domestic, community, industrial and commercial settings P2.1 P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities P4.2 uses resources effectively and safely in the development and production of design solutions P4.3 evaluates the processes and outcomes of designing and producing P5.1 uses a variety of management techniques and tools to develop design projects P5.2 communicates ideas and solutions using a range of techniques P5.3 uses a variety of research methods to inform the development and modification of design ideas

investigates a range of manufacturing and production processes and relates these to aspects of design projects

evaluates and uses computer-based technologies in designing and producing

EARTH AND ENVIRONMENTAL SCIENCE 2023

	Task 1	Task 2	Task 3	
	Practical Assessment	Depth Study	Preliminary Examination	
	Module 1	Module 2	All Modules	
Component				Weighting %
Component	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 9 and 10	weighting 70
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	EES11-3, EES11-4, EES11-5, EES11-6, EES11-8	EES11-1, EES11-5, EES11-6, EES11-7, EES11-9	EES11-1 – ESS11-11	
	,	,		
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	15	15	40
Total %	30	35	35	100

develops and evaluates questions and hypotheses for scientific investigation EES11-1 **EES11-2** designs and evaluates investigations in order to obtain primary and secondary data and information **EES11-3** conducts investigations to collect valid and reliable primary and secondary data and information **EES11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media **EES11-5** analyses and evaluates primary and secondary data and information **EES11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose **EES11-8** describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated **EES11-9** describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries **EES11-10** describes the factors that influence how energy is transferred and transformed in the Earth's systems **EES11-11** describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

ECONOMICS 2023

	Task 1	Task 2	Task 3	
	Extended Response Consumers and Business	Research Task Markets	Preliminary Examination All topics	
Component	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9 and 10	Weighting %
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P1, P2, P5, P10	P3, P4, P7, P10, P11	P1-P12	
Knowledge and understanding of course content	5	10	25	40
Stimulus based skills	10		10	20
Inquiry and research	5	15		20
Communication of economic information ideas and issues in appropriate forms	5	10	5	20
Total %	25	35	40	100

P1 demonstrates understanding of economic terms, concepts and relationships explains the economic role of individuals, firms and government in an economy **P2** Р3 describes, explains and evaluates the role and operation of markets Ρ4 compares and contrasts aspects of different economies **P5** analyses the relationship between individuals, firms, institutions and government in the Australian economy Р6 explains the role of government in the Australian economy **P7** identifies the nature and causes of economic problems and issues for individuals, firms and governments P8 applies appropriate terminology, concepts and theories in economic contexts Р9 selects and rganizes information from a variety of sources for relevance and reliability P10 communicates economic information, ideas and issues in appropriate forms P11 applies mathematical concepts in economic contexts P12 works independently and in groups to achieve appropriate goals in set timelines.

ENGLISH ADVANCED 2023

	Task 1	Task 2	Task 3	
	Reading to Write and Imaginative, Discursive	Multimodal Composition Module A Narratives that Shape our World	Preliminary Examination Reading Task and Extended Response Module B Critical Study of Literature	
Component	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9 and 10	Weighting %
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	EA11-1, EA11-3, EA11-5, EA11-9	EA11-2, EA11-4, EA11-6, EA11- 7, EA11-8	EA11-1, EA11-3, EA11-5, EA11-8	
Knowledge and understanding of course content	10	20	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	10	20	50
Total %	30	30	40	100

- **EA11-1** Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **EA11-2** Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- **EA11-3** Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- **EA11-4** Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- **EA11-5** Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- **EA11-6** Investigates and evaluates the relationships between texts
- **EA11-7** Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- **EA11-8** Explains and evaluates cultural assumptions and values in texts and their effects on meaning
- **EA11-9** Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH EAL/D 2023

	Task 1	Task 2	Task 3	
	Reading and Extended Writing Task	Multimodal presentation (including listening component)	Preliminary Examination	
	Module A Language, Texts and Context -	Module B Close Study of Text	Modules A, B and C	
Component	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9 and 10	Weighting %
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-6, EAL11-7, EAL11-9	EAL11-1A, EAL11-2, EAL11-3, EAL11-4, EAL11-5, EAL11-7, EAL11-8, EAL11-9	EAL11-1B, EAL11-2, EAL11-3, EAL11-5, EAL11-6	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

- **EAL11-1A** Responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **EAL11-1B** Communicates information, ideas and opinions in familiar personal, social and academic contexts
- **EAL11-2** Uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- **EAL11-3** Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
- EAL11-4 Applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL11-5 Thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
- **EAL11-6** Investigates and explains the relationships between texts
- **EAL11-7** Understands and assesses the diverse ways texts can represent personal and public worlds
- **EAL11-8** Identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
- **EAL11-9** Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

ENGLISH EXTENSION 1 2023

	Task 1	Task 2	Task 3	
Component	Imaginative Composition and Multimodal Reflection Students submit a polished narrative and deliver a formal presentation, which analyses how their imaginative writing reflects the development of their concept.	Critical Inquiry, Group Discussion & Composition Students prepare a critical inquiry question on how their concept has evolved over time. They lead a class discussion, based on the question, and submit a refined essay in response to research.	Preliminary Examination: Section I Creative and analytical writing Section II Critical essay	Weighting %
	Term 2, Week 2	Term 3, Week 2	Term 3, Weeks 9 and 10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	EE11-1,11-2, EE11-3, EE11-6	EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5	
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis sustained composition and independent investigation	15	20	15	50
Total %	30	40	30	100

EE11-1 Demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
 EE11-2 Analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
 EE11-3 Thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
 EE11-4 Develops skills in research methodology to undertake effective independent investigation
 EE11-5 Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
 EE11-6 Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

ENGLISH STANDARD 2023

	Task 1	Task 2	Task 3	
	Imaginative and Discursive Responses	Multimodal Presentation Module B	Preliminary Examination Reading to Write	
	Reading to Write	Close Study of Literature	Module A Contemporary Possibilities	
Component			Module B Close Study of Literature	Weighting %
	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9 and 10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	EN11-1, EN11-3, EN11-5, EN11-9	EN11-2, EN11-4, EN11-5, EN11-7, EN11-8	EN11-1, EN11-3, EN11-6, EN11-8	
Knowledge and understanding of course content	10	20	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	10	20	50
Total %	30	30	40	100

Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure EN11-1 EN11-2 Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and EN11-3 explains effects on meaning EN11-4 Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts EN11-5 Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments EN11-6 Investigates and explains the relationships between texts EN11-7 Understands and explains the diverse ways texts can represent personal and public worlds EN11-8 Identifies and explains cultural assumptions in texts and their effects on meaning EN11-9 Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

ENGLISH STUDIES 2023

	Task 1	Task 2	Task 3	
	Career Dossier & Interview	Multimodal Presentation	Portfolio of work	
	Mandatory Module	Module C	Mandatory Module Achieving through English	
	Achieving through English	On the Road	Module A	
			We are Australians Module B	
Component			Telling us all about it	Weighting %
			Module C On the Road	
	Term 1, Week 8	Term 2, Week 5	Term 3, Week 7	
	Outcomes assessed ES11-1, ES11-3, ES11-4, ES11-7, ES11-10	Outcomes assessed ES11-1, ES11-2, ES11-6, ES11-8, ES11-10	Outcomes assessed ES11-2, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
Knowledge and understanding of course content	15	15	20	50
Skills in:	15	15	20	50
Total %	30	30	40	100

- ES11-1 Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- **ES11-3** Accesses, comprehends and uses information to communicate in a variety of ways
- **ES11-4** Composes proficient texts in different forms
- ES11-5 Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- **ES11-6** Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- **ES11-7** Represents own ideas in critical, interpretive and imaginative texts
- **ES11-8** Understands and explains the relationships between texts
- ES11-9 Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES11-10 Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

FOOD TECHNOLOGY 2023

	Task 1	Task 2	Task 3	
	Investigative Study and Practical Food Experiments Food Quality	Case Study and Practical Task Nutrition	Preliminary Examination All Topics	
Component	Term 1, Week 9	Term 2, Week 8	Term 3 Weeks 9 and 10	Weighting %
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P2.2, P3.2, P4.1, P4.4	P2.1, P3.1, P3.2, P4.3, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P4.3, P4.4, P5.1	
Knowledge and understanding of course content.		10	30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	15	5	30
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		30
Total %	30	35	35	100

P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors P2.1 explains the role of food nutrients in human nutrition P2.2 identifies and explains the sensory characteristics and functional properties of food P3.1 assesses the nutrient value of meals/diets for particular individuals and groups P3.2 presents ideas in written, graphic and oral form using computer software where appropriate P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products P5.1 generates ideas and develops solutions to a range of food situations

LEGAL STUDIES 2023

	Task 1	Task 2	Task 3	
	Research Task The Legal System	Case Study Individual and the Law	Preliminary Examination All Topics	
Component	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9 and 10	Weighting %
	Outcomes assessed P1, P2, P3, P4	Outcomes assessed P5, P6, P7, P8	Outcomes assessed P1, P2, P9, P10	
	F1, F2, F3, F4	F3, F0, F7, F8	F1, F2, F3, F10	
Knowledge and understanding of course content	10	10	20	40
Analysis & Evaluation		10	10	20
Inquiry & Research	10	10		20
Communication of legal information, ideas & issues in appropriate forms	10	10		20
Total %	30	40	30	100

'1	Identifies and applies legal concepts and terminology
2	Describes the key features of Australian and international law
23	Describes the operation of domestic and international legal systems
9 4	Discusses the effectiveness of the legal system in addressing issues
P 5	Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P 6	Explains the nature of the interrelationship between the legal system and society
P7	Evaluates the effectiveness of the law in achieving justice
P8	Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
9	Communicates legal information using well-structured responses
P10	Accounts for differing perspectives and interpretations of legal information and issues

MATHEMATICS ADVANCED 2023

	Task 1	Task 2	Task 3	
	In Class Test	Investigation Task	Preliminary Examination	
	Algebraic Techniques, Equations and Inequations, Functions	Further Functions, Exponential and Logarithmic Functions, Introduction to Calculus,	Trigonometry, Trigonometric Functions, Probability, Discrete Probability & Distributions	
Component			All content studied	Weighting %
	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9 and 10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MA11-1, MA11-2	MA11-5, MA11-6, MA11-8, MA11-9	All outcomes covered	
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

MA11-9

Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems MA11-1 MA11-2 Uses the concepts of functions and relations to model, analyse and solve practical problems Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes MA11-3 MA11-4 Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities **MA11-5** Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve MA11-6 practical problems MA11-7 Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions MA11-8 Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

Provides reasoning to support conclusions, which are appropriate to the context

MATHEMATICS EXTENSION 1 2023

	Task 1	Task 2	Task 3	
	In Class Test	Investigation Task	Preliminary Examination	
Component	Permutations and Combinations, Further Equations and Inequations	Polynomials and Inverse Functions, Further Functions	Further Exponential and Logarithms, Further Calculus, Further Trigonometric Functions All content studied	Weighting %
	Term 1, Week 9/10	Term 2, Week 9	Term 3, Weeks 9 and 10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	ME11-1, ME11-2, ME11-5, ME11-7	ME11-1, ME11-5, ME11-6, ME11-7	All outcomes covered	
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses ME11-1 ME11-2 Manipulates algebraic expressions and graphical functions to solve problems ME11-3 Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay ME11-4 and related rates of change ME11-5 Uses concepts of permutations and combinations to solve problems involving counting or ordering ME11-6 Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts ME11-7 Communicates making comprehensive use of mathematical language, notation, diagrams and graphs

MATHEMATICS STANDARD 2023

	Task 1	Task 2	Task 3	
Component	In Class Test Earning Money & Taxation, Formula and Equations, Probability Term 1, Week 10 Outcomes assessed	Investigation Task incorporating an in-class test component Collecting & Presenting Data, Measurement, Managing a Home, Owning a Car Term 2, Week 8 Outcomes assessed	Preliminary Examination Interest & Depreciation, Analysing Data, Equations & Linear Functions, Driving Safely, All content studied Term 3, Weeks 9 and 10 Outcomes assessed	Weighting %
	MS11-1, MS11-2, MS11-5, MS11-6, MS11-8	MS11-3, MS11-4, MS11-7, MS11-9, MS11-10	All outcomes covered	
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

MS11-1	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	Represents information in symbolic, graphical and tabular form
MS11-3	Solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	Performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	Models relevant financial situations using appropriate tools
MS11-6	Makes predictions about everyday situations based on simple mathematical models
MS11-7	Develops and carries out simple statistical processes to answer questions posed
MS11-8	Solves probability problems involving multistage events
MS11-9	Uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	Justifies a response to a given problem using appropriate terminology and/or calculations

MATHEMATICS NUMERACY 2023

	Task 1	Task 2	Task 3	
	Investigative Task Renovate / Redecorate	Research Travel Guide	Numerical Reasoning Here's How	
	Whole Numbers	Operations with whole numbers	Time	
	Distance, Area & Volume	Data, Graphs & Tables	Chance	
	Metric Relationships	Fractions and Decimals		
Component	Length, Mass & capacity	Operations with Fractions and Decimals		Weighting %
	Term 1, Week 6	Term 2, Week 6	Term 3, Week 6	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	N6-1.1, N6-1.2, N6- 2.2, N6-3.1	N6-1.1, N6-2.1, N6-2.2, N6-2.3, N6-3.2	N6-1.1, N6-1.3, N6-2.3, N6-2.6, N6-3.2	
Knowledge & understanding	15	15	20	50
Skills	15	15	20	50
Total %	30	30	40	100

- **N6-1.1** Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- **N6-1.2** Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- **N6-1.3** Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2 Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3 Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4 Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5 Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6 Chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1 Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- **N6-3.2** Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

MODERN HISTORY 2023

	Task 1	Task 2	Task 3	
Component	Investigating Modern History Class Test Extended Response supported by historical sources.	Historical Investigation – Historical Research Task Research and Essay Research log and essay.	Preliminary Examination All Topics	Weighting %
	Term 1, Week 8 Outcomes assessed MH11-1, MH11-2, MH11-3, MH11-6, MH11-9	Term 2, Week 9 Outcomes assessed MH11-4, MH11-5, MH11-7, MH11-8, MH11-9, MH11-10	Outcomes assessed MH11-1, MH11-2, MH11-3, MH11-5, MH11-6, MH11-9	
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	10	5	5	20
Total %	30	30	40	100

MH11-1	Describes the nature of continuity and change in the modern world
MH11-2	Proposes ideas about the varying causes and effects of events and developments
MH11-3	Analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4	Accounts for the different perspectives of individuals and groups
MH11-5	Examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH11-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	Discusses and evaluates differing interpretations and representations of the past
MH11-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
ИН11-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	Discusses contemporary methods and issues involved in the investigation of modern history

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2023

	Task 1	Task 2	Task 3	
	The Body in Motion In class written extended response	Better Health for Individuals Written Research Task	Preliminary Examination	
Component	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 9 and 10	Weighting %
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P7, P8, P9, P16, P17	P2, P3, P4, P5, P6, P15, P16	P1, P2, P3, P4, P5, P6, P7, P8, P9, P12, P14, P17	
Knowledge and understanding of course content	15	10	15	40
Skills in critical thinking, research, analysis and communicating	15	20	25	60
Total %	30	30	40	100

P1 Identifies and examines why individuals give different meanings to health **P2** Explains how a range of health behaviours affects an individual's health Р3 Describes how a range of factors determines an individual's health Р4 Evaluates aspects of health over which individuals can exert some control P5 Describes factors that contribute to effective health promotion Р6 Proposes actions that can improve and maintain an individual's health **P7** Explains how body systems influence the way the body moves P8 Describes the components of physical fitness and explains how they are monitored Р9 Describes biomechanical factors that influence the efficiency of the body in motion Plans for participation in physical activity to satisfy a range of individual needs P10 P11 Assesses and monitors physical fitness levels and physical activity patterns P12 Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1) P13 Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2) P14 Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4) P15 Forms opinions about health-promoting actions based on a critical examination of relevant information P16 Uses a range of sources to draw conclusions about health and physical activity concepts P17 Analyses factors influencing movement and patterns of participation

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING 2023

	Task 1	Task 2	Task 3	
	Critical & Historical Essay WH&S + Law Mandatory	Digital & Video Portfolio	Wet Dark Room Portfolio	
Component	Research Task based on History and Theory of Photography. WH&S and Photography and the Law	Development of portfolio of digital and video photography work including the development in VAPD	Development of portfolio of wet darkroom photography work including the development in VAPD	Weighting %
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8	
	Outcomes assessed M6 CH1 CH2 CH3 CH4 CH5	Outcomes assessed M1 M2 M3 M4 M5 M6	Outcomes assessed M1 M2 M3 M4 M5 M6	
Making		45	25	70
Critical and historical studies	30			30
Total %	30	45	25	100

Objective for Making

Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment

Outcomes for Making

- M1 Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 Explores concepts of artist/photographer, still ad moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 Investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

Objective for Critical and Historical Studies

Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging

Outcomes for Critical and Historical Studies

- CH1 Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 Distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- **CH5** Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

PHYSICS 2023

	Task 1	Task 2	Task 3	
	Depth Study Modules 1 & 2	Practical / Processing Module 3	Preliminary Examination All Modules	
Component	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9 and 10	Weighting %
	Outcomes assessed PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-8	Outcomes assessed PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-9	Outcomes assessed PHY11-1 – PHY11-11	
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

PH11-1	Develops and evaluates questions and hypotheses for scientific investigation
PH11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
PH11-3	Conducts investigations to collect valid and reliable primary and secondary data and information
PH11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11-5	Analyses and evaluates primary and secondary data and information
PH11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
PH11-9	Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	Explains and quantitatively analyses electric fields, circuitry and magnetism

SOCIETY AND CULTURE 2023

	Task 1	Task 2	Task 3	
	The Social and Cultural World In Class Task Extended Response	Personal and Social Identity Primary Research Investigation Methodology	Intercultural Communication Preliminary Examination Written Examination	
Component	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9 and 10	Weighting %
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	P4, P6, P8, P10	P2, P3, P5, P6, P8, P9	P1, P2, P3, P4, P7, P10	
Knowledge and understanding of course content	15	10	25	50
Application and evaluation of social and cultural research methods	5	20	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	25	40	35	100

P1	Identifies and applies social and cultural concepts
P2	Describes personal, social and cultural identity
Р3	Identifies and describes relationships and interactions within and between social and cultural groups
P4	Identifies the features of social and cultural literacy and how it develops
P5	Explains continuity and change and their implications for societies and cultures
P6	Differentiates between social and cultural research methods
P7	Selects, organises and considers information from a variety of sources for usefulness, validity and bias
P8	Plans and conducts ethical social and cultural research
P9	Uses appropriate course language and concepts suitable for different audiences and contexts
P10	Communicates information, ideas and issues using appropriate written, oral and graphic forms

VISUAL ARTS 2023

	Task 1	Task 2	Task 3	
	Art criticism and art history research and analysis	Investigations of art making practice as a Mini Body of Work Portfolio	Preliminary Examination	
Component	Research Task based on an art period or movement. Essay based on conceptual understanding of "What is Art"	Development and presentation of Personal Study Art Pieces as investigations of art making practice with evidence in Visual Arts Process Diary (VAPD) including experiments with materials, written reflections and explanations, research about related artists' practice. This task includes all visual representations of art theories and media samples.	Art criticism and art history Section I All questions Section II 1 question	Weighting %
	Term 2, Week 2	Term 3, Week 8	Term 3, Weeks 9 and 10	
	Outcomes assessed P2, P7, P8, P9	Outcomes assessed P1, P2, P3, P4, P5, P6	Outcomes assessed P7, P8, P9, P10	
Art making	10	40		50
Art Criticism and Art History	25		25	50
Total %	35	40	25	100

Artmaking Outcomes

P1	Practice	Explores the conventions of practice in artmaking
P2	Conceptual Framework	Explores the roles and relationships between the concepts of artist, artwork, world and audience
Р3	Frames	Identifies the frames as the basis of understanding expressive representation through the making of art
P4	Representation	Investigates subject matter and forms as representations in artmaking
P5	Conceptual Strength and Meaning	Investigates ways of developing coherence and layers of meaning in the making of art
P6	Resolution	Explores a range of material techniques in ways that support artistic intentions

Art Criticism and Art History Outcomes

P7	Practice	Explores the conventions of practice in art criticism and art history
P8	Conceptual Framework	Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	Frames	Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	Representation	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Work Studies 2023

	Task 1	Task 2	Task 3		
	School to Work Portfolio	Working Obligations and Responsibilities Task	Job Application and Interview		
Component	Portfolio of work from Module 1 – My Working Life	In class research task based on learning from Module 2 – In the Workplace	Skills based in-class task about Module 3 – Job Applications	Weighting %	
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 7		
	Outcomes assessed	Outcomes assessed	Outcomes assessed		
	WS2, WS4, WS8	WS1, WS5, WS9	WS3, WS6, WS7		
Knowledge and understanding of work, the work environment and skills for employment	5	10		15	
Knowledge and understanding of employment options, career management, life planning and further education and training	10		5	15	
Skills for success in the workplace		5	30	35	
Skills in critically assessing personal and social influences on individuals and groups	20	15		35	
Total %	35	30	35	100	

WS1. Investigates a range of work environments WS2. Examines different types of work and skills for employment WS3. Analyses employment options and strategies for career management **WS4.** Assesses pathways for further education, training and life planning WS5. Communicates and uses technology effectively **WS6.** Applies self-management and teamwork skills WS7. Utilises strategies to plan, organise and solve problems **WS8.** Assesses influences on people's working lives WS9. Evaluates personal and social influences on individuals and groups

VET COURSE ASSESSMENT

Assessment in VET is **competency** based.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

A participant is judged either 'competent' or 'not yet competent'. This judgment is made based on a range of evidence, which may be in a variety of forms and may take place at any time during the course although the regional tasks should be submitted by the due dates as these are submitted online to region.

The HSC examination is optional in this course. There is no formal assessment that counts towards the HSC.

The trial HSC examination will assess the core units and will only be used for assessment if the student is sick or undergoes a misadventure on the day of the HSC examination.

Full attendance at **work placement** is a **mandatory** component of the course.

School Name: Muirfield High School

2023

Course: Preliminary Hospitality - Kitchen Operations and Cookery Stream

		Cluster A	Cluster B	Cluster C	
Assessment Tasks for Certificate II Kitchen Operations SIT20416		Getting ready for work	Intro to the Commercial Kitchen	Safe Food Handling	Yearly Examination
		Term 1, Week: 10 Date due: 1/4/22	Term 2, Week 7 Date due: 24/6/22	Term 3, Week 8 Date due: 9/9/22	Term 3, Weeks 9 & 10
Code	Unit of Competency				
SITXFSA001	Use hygienic practices for food safety	х			ency
SITXWHS001	Participate in safe work practices	Х			ımpete
SITHKOP001	Clean kitchen premises and equipment		Х		s of Cc
SITHCCC001	Use food preparation equipment		Х		le Unit
SITXINV002	Maintain the quality of perishable items			Х	ıminab
SITXFSA002	Participate in safe food handling practices			Х	HSC Examinable Units of Competency
SITHCCC002	Prepare and present simple dishes			х	<u> </u>

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent'. In some cases, other descriptive words may be used leading up to "competent". A course mark is not allocated.

SCHOOL: Muirfield High School

Student Competency Assessment Schedule

COURSE: Preliminary – Primary Industries – Agriculture AHC20116

2023

		Cluster A	Cluster B	Cluster C	Cluster D	Yearly
Assessment Tasks for Certificate II in Agriculture		Farming	Health and Welfare of Livestock	Monitor Water Supply	Basic Nursery Work	Examination
	Assessment due		Term 2, Wk. 10	Term 3, Wk.6	Term 3, Wk.10	Term 3
		Date due:1/4/22	Date due:30/6/22	Datedue:19/8/22	Datedue:23/9/22	Weeks 9 & 10
Code	Unit of Competency					
INDUCTION	Induction	Х				
AHCMOM202	Operate tractors	Х				
AHCWHS201	Participate in work health and safety processes	Х				НЅ
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	Х				.C Examir
AHCLSK205	Handle livestock using basic techniques		х			nable Uni
AHCLSK202	Care for health and welfare of livestock		х			ts of Cor
AHCLSK204	Carry out regular livestock observation		х			HSC Examinable Units of Competency
AHCLSK209	Monitor water supplies			Х		
AHCSOL203	Assist with soil or growing media sampling and testing				Х	
AHCNSY206	Care for nursery plants				Х	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Agriculture AHC20116 or a Statement of Attainment towards Certificate II Agriculture AHC20116.

Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". A course mark is not allocated.

2023

Course: Preliminary - Sport Coaching

		Cluster A	Cluster B	Cluster C	Cluster E
	Assessment Tasks for Sport Coaching-Certificate III SIS30519 Assessment due:	Tournament Time	The Community Coach	Continuously improve officiating skills and knowledge	First Aid
		Term 1, Wk. 9 Date due: 25/3/22	Term 2, Wk.10 Date due: 1/7/22	Term 3, Wk. 6 Date due:26/8/22	Term 3, Wk. 7 Date due:2/9/22
Code	Unit of Competency				
HLTWHS001	Participate in workplace health and safety	х			
SISXIND006	Conduct sport, fitness and recreation events	x			
SISSSCO002	Work in a community coaching role		Х		
SISSSCO005	Continuously improve coaching skills and knowledge		Х		
SISSSOF002	Continuously improve officiating skills and knowledge			Х	
HLTAID011	First Aid (to be outsourced to a private RTO)				Credit Transfer (outsourced)

Depending on the achievement of units of competency, the possible qualification outcome is a Sport Coaching-Certificate III, SIS30519 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS30519.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". A course mark is not allocated.

Life Skills Courses

Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community.

There is no requirement for formal assessment of Life Skills outcomes. Stage 6 Life Skills courses do not have external examinations.

Students may achieve Life Skills outcomes either independently or with support.

Students can demonstrate independent achievement of outcomes either:

- without adjustments
- with adjustments.

These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers. The collaborative curriculum planning process will have determined these adjustments. The type of adjustments will vary according to the needs of the student and the requirements of the activity.

Each student accessing Years 11–12 Life Skills course/s needs to demonstrate achievement of one or more outcomes for Life Skills course to be credentialed for the HSC.

Need more information?

Visit https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z for more detailed information regarding HSC course outcomes, syllabus requirements and support documents.